



OVERVIEW

MIDDLESEX

OLD BRIDGE TWP

JAMES A. MCDIVITT ELEMENTARY SCHOOL

1 MANNY MARTIN WAY

OLD BRIDGE, NJ 08857

GRADE SPAN KG-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

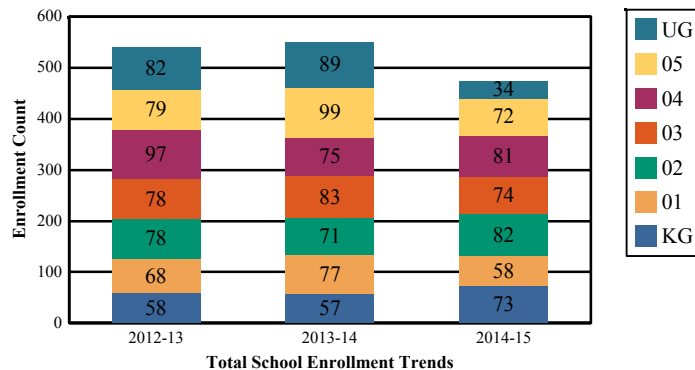
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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

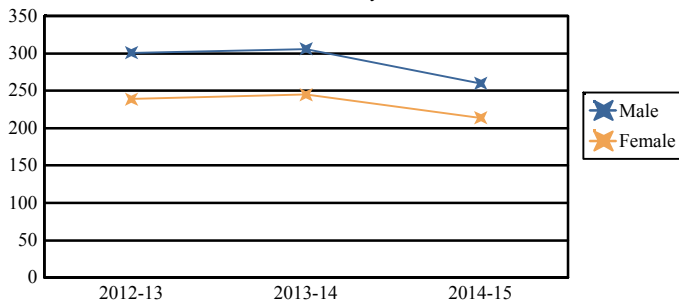


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	540
2013-14	551
2014-15	474

Enrollment by Gender

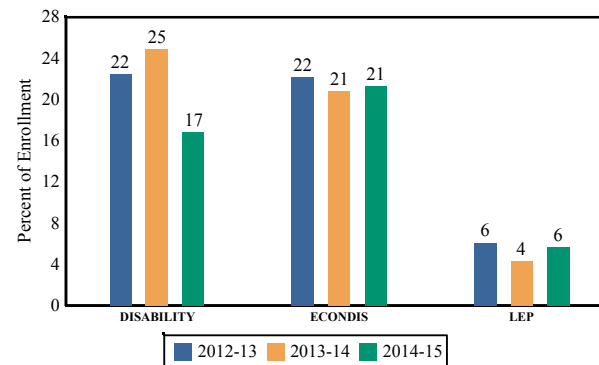
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	301	239
2013-14	306	245
2014-15	260	214

Enrollment Trends by Program Participation

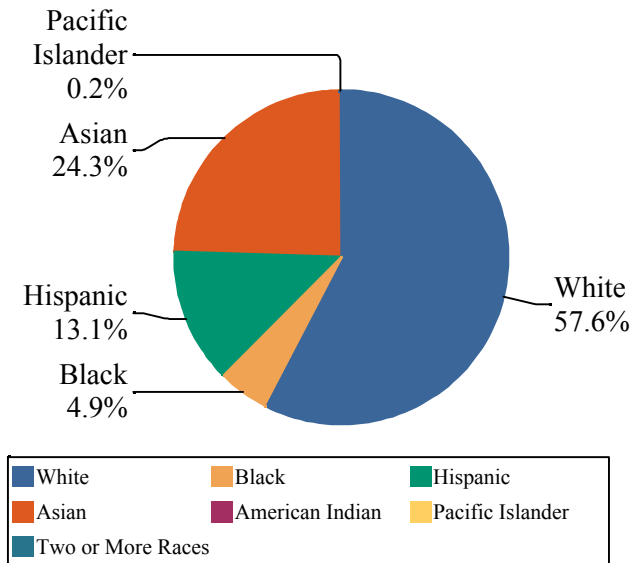
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	80	17%
Economically Disadvantaged Students	101	21.3%
English Language Learners	27	5.7%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	89.8%
Spanish	3.4%
Bengali	1.6%
Urdu	1.1%
Russian	0.7%
Arabic	0.7%
Other	2.7%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	68%	78	79
Math Met or Exceeded Expectation	60%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	217	68.2%	95%	99.1%	YES
White	124	69.3%	95%	99.2%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	49	83.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	32	40.6%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	43	62.8%	95%	100%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	217	59.9%	95%	99.1%	YES
White	124	56.5%	95%	99.2%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	49	85.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	32	31.3%	95%	100%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	43	44.2%	95%	100%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	763	744	6%	6%	28%	46%	13%	60%	44%
White	32	753	753	9%	3%	34%	44%	9%	53%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	20	789	769	0%	5%	10%	60%	25%	85%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	16	765	724	6%	6%	13%	63%	13%	75%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	768	751	0%	3%	24%	54%	19%	73%	52%
White	47	770	758	0%	4%	19%	55%	21%	77%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	11	757	737	0%	0%	45%	45%	9%	55%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	17	768	773	0%	0%	24%	53%	24%	76%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	15	763	734	0%	0%	33%	60%	7%	67%	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	766	751	3%	10%	17%	51%	19%	71%	53%
White	45	764	757	2%	7%	18%	62%	11%	73%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	12	785	771	0%	8%	0%	42%	50%	92%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	16	738	723	13%	38%	13%	38%	0%	38%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	12	747	734	8%	25%	25%	25%	17%	42%	31%

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	757	746	3%	6%	28%	48%	15%	63%	46%
White	32	745	752	6%	6%	38%	47%	3%	50%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	20	782	772	0%	0%	0%	60%	40%	100%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	16	757	730	0%	0%	38%	50%	13%	63%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	758	744	0%	12%	27%	51%	10%	62%	42%
White	47	757	749	0%	15%	21%	51%	13%	64%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	11	747	732	0%	18%	36%	45%	0%	45%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	17	769	769	0%	0%	29%	59%	12%	71%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	15	748	730	0%	13%	40%	47%	0%	47%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	753	744	1%	11%	32%	46%	10%	56%	42%
White	45	749	749	2%	13%	31%	49%	4%	53%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	12	773	768	0%	0%	17%	50%	33%	83%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	16	733	724	6%	31%	38%	19%	6%	25%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	12	734	731	0%	33%	50%	17%	0%	17%	23%

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 04

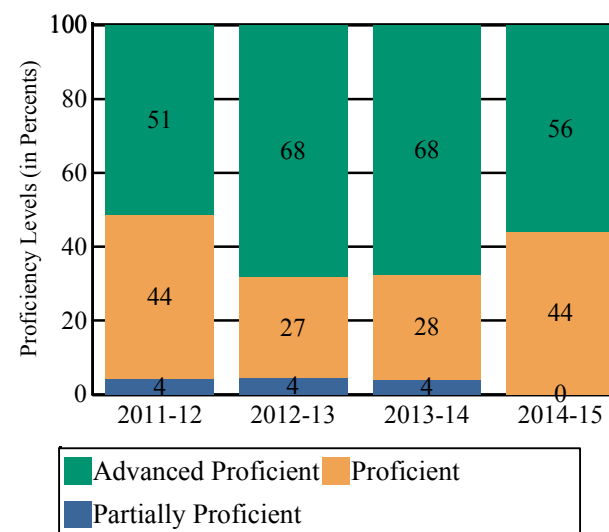
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	56%	44%	0%
White	54%	46%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	59%	41%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	43%	57%	0%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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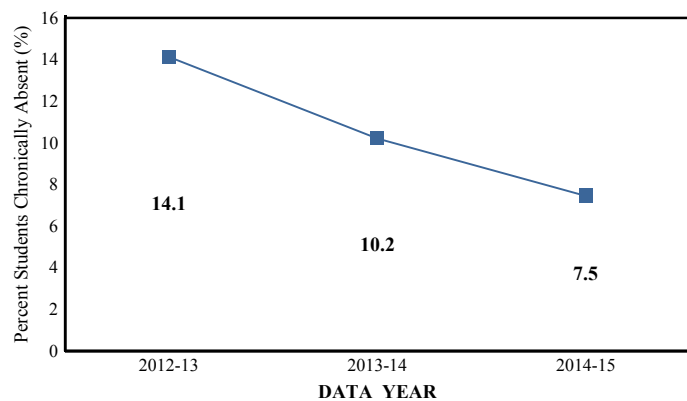
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

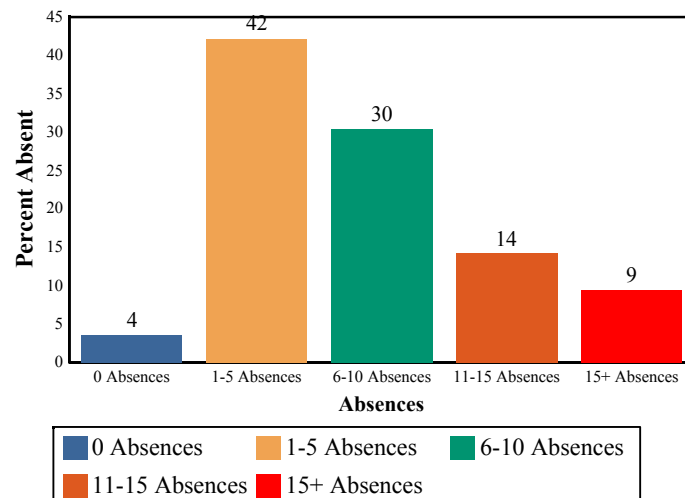


Chronic Absenteeism for 2014-15

7.45%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	61	75	80	35	YES
Student Growth on Math	63	79	82	35	YES
		77	81		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	4%	2%	0%
Approached	8%	6%	7%
Met	11%	17%	23%
Exceeded	0%	3%	16%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	6%	3%	3%
Approached	7%	8%	14%
Met	7%	20%	21%
Exceeded	0%	1%	9%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	846	850
75th	783	770
50th	756	743
25th	739	715
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	778	767
50th	756	745
25th	736	722
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

OLD BRIDGE TWP

GRADE SPAN KG-05

JAMES A. MCDIVITT ELEMENTARY SCHOOL

1 MANNY MARTIN WAY

OLD BRIDGE, NJ 08857

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	784	773
50th	767	750
25th	748	728
0th	718	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	789	773
50th	770	751
25th	745	728
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	772	764
50th	757	742
25th	742	721
0th	705	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	770	763
50th	756	743
25th	739	723
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	40

SCHOOL CLIMATE
MIDDLESEX
OLD BRIDGE TWP

State of New Jersey
2014-15

GRADE SPAN KG-05

23-3845-108
JAMES A. MCDIVITT ELEMENTARY SCHOOL
1 MANNY MARTIN WAY
OLD BRIDGE, NJ 08857

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.2%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	474

SCHOOL PEER GROUP

MIDDLESEX

OLD BRIDGE TWP

GRADE SPAN KG-05

JAMES A. MCDIVITT ELEMENTARY SCHOOL

1 MANNY MARTIN WAY

OLD BRIDGE, NJ 08857

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	LINCOLN ELEMENTARY SCHOOL	03-0300-070	PK-05	27.7%	5.5%	20.4%
BURLINGTON	CINNAMINSON TWP	ELEANOR RUSH INTERMEDIATE SCHOOL	05-0840-060	03-05	18.2%	0%	16.8%
BURLINGTON	DELRAN TWP	DELRAN INTERMEDIATE SCHOOL	05-1060-015	03-05	24.3%	3.6%	19.2%
BURLINGTON	MOORESTOWN TWP	MARY E. ROBERTS ELEMENTARY SCHOOL	05-3360-100	KG-03	26.9%	6.2%	18.2%
BURLINGTON	MOUNT LAUREL TWP	PARKWAY ELEMENTARY SCHOOL	05-3440-065	KG-04	18.1%	3.6%	11.4%
CAMDEN	CHERRY HILL TWP	KINGSTON ELEMENTARY SCHOOL	07-0800-110	KG-05	26.2%	7.7%	15.8%
ESSEX	SOUTH ORANGE-MAPLEWOOD	CLINTON ELEMENTARY SCHOOL	13-4900-060	PK-05	22.1%	7.4%	11.9%
ESSEX	WEST ORANGE TOWN	ST. CLOUD ELEMENTARY SCHOOL	13-5680-170	KG-05	16.2%	4%	9.2%
GLOUCESTER	WOODBURY HEIGHTS BORO	WOODBURY HEIGHTS ELEMENTARY	15-5870-050	KG-06	20.9%	0%	18.6%
MERCER	HAMILTON TWP	SAYEN ELEMENTARY SCHOOL	21-1950-240	PK-05	15.1%	0.4%	10.7%
MERCER	HAMILTON TWP	YARDVILLE HEIGHTS ELEMENTARY SCHOOL	21-1950-270	PK-05	20.9%	2.1%	15.8%
MERCER	LAWRENCE TWP	LAWRENCEVILLE ELEMENTARY SCHOOL	21-2580-090	PK-03	13.4%	1.2%	9.3%
MIDDLESEX	EAST BRUNSWICK TWP	IRWIN ELEMENTARY SCHOOL	23-1170-090	KG-05	22.7%	9.2%	9%
MIDDLESEX	EDISON TWP	JOHN MARSHALL ELEMENTARY SCHOOL	23-1290-095	KG-05	18.8%	8%	7.3%
MIDDLESEX	EDISON TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-1290-104	KG-05	12.1%	0%	8.1%
MIDDLESEX	EDISON TWP	WASHINGTON ELEMENTARY SCHOOL	23-1290-150	KG-05	26%	13.1%	9.6%
MIDDLESEX	OLD BRIDGE TWP	JAMES A. MCDIVITT ELEMENTARY SCHOOL	23-3845-108	KG-05	21.3%	5.7%	12.4%
MIDDLESEX	SOUTH BRUNSWICK TWP	BROOKS CROSSING ELEMENTARY SCHOOL	23-4860-085	KG-05	13.5%	3.3%	5.9%
MIDDLESEX	SPOTSWOOD BORO	E RAYMOND APPLEBY ELEMENTARY SCHOOL	23-4970-050	02-05	19%	1.5%	14.2%
MONMOUTH	FREEHOLD TWP	LAURA DONOVAN SCHOOL	25-1660-026	KG-05	22%	6.2%	12.6%
MONMOUTH	HAZLET TWP	LILLIAN DRIVE SCHOOL	25-2105-085	01-04	22.3%	5%	14.4%

SCHOOL PEER GROUP

MIDDLESEX

OLD BRIDGE TWP

JAMES A. MCDIVITT ELEMENTARY SCHOOL

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OLD BRIDGE, NJ 08857

GRADE SPAN

KG-05

MONMOUTH	MIDDLETOWN TWP	HARMONY ELEMENTARY SCHOOL	25-3160-095	PK-05	18.3%	0.4%	16.2%
MONMOUTH	MIDDLETOWN TWP	LEONARDO ELEMENTARY SCHOOL	25-3160-110	KG-05	18.4%	3%	11.6%
MORRIS	ROCKAWAY TWP	DENNIS B O'BRIEN ELEMENTARY SCHOOL	27-4490-025	PK-05	15.2%	0%	12.6%
OCEAN	BARNEGAT TWP	JOSEPH T. DONAHUE ELEMENTARY SCHOOL	29-0185-080	KG-05	29.8%	0.4%	30.5%
OCEAN	BRICK TWP	HERBERTSVILLE ELEMENTARY SCHOOL	29-0530-040	KG-05	21.2%	0%	21.2%
OCEAN	BRICK TWP	MIDSTREAMS ELEMENTARY SCHOOL	29-0530-060	KG-05	20.2%	0%	17.7%
OCEAN	LACEY TWP	CEDAR CREEK ELEMENTARY SCHOOL	29-2480-040	KG-04	21%	0%	19%
UNION	ROSELLE PARK BORO	SHERMAN ELEMENTARY SCHOOL	39-4550-090	KG-05	26.2%	13.1%	9%
WARREN	HACKETTSTOWN	WILLOW GROVE ELEMENTARY SCHOOL	41-1870-090	KG-04	26.7%	12.3%	10.2%
WARREN	WASHINGTON TWP	PORT COLDEN SCHOOL	41-5530-050	01-03	19.5%	0%	17.9%